DOCUMENT RESUME

ED 146 330 CE 008 831

AUTHOR Hawkinson, Bruce
TITLE What's Wrong? An Office Education Mini Curriculum Manual on Catching Errors.
INSTITUTION New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.
PUB DATE 76
NOTE 25p.; For related documents see CE 008 821-831
AVAILABLE FROM Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Business Education; *Business English; *Editing; *Grammar; Instructional Materials; Learning Activities; Manuals; *Office Occupations Education; Secondary Education; Tests; Writing Skills
IDENTIFIERS New Mexico

ABSTRACT

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in proofreading for errors in written communication. Included are terminal and specific objectives, a list of the commonly used proofreading marks and related instructions, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series--CE 008 821.) (BM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED146330

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WHAT'S WRONG?

An Office Education Mini Curriculum Manual on
CATCHING ERRORS

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
George S Ansbery
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

By BRUCE HAWKINSON, Editor-Writer
Sandia Laboratories, Albuquerque, New Mexico

CURRICULUM ADVISORY COMMITTEE: Jeanne Hightower (State Supervisor); Adalee Cook, Santa Fe; Donna Denton, Albuquerque; Wanda Harriman, Ft. Sumner; Barbara Logan, Albuquerque; Marsha McVey, Dexter; David Morgan, Thoreau; Rose Womack, Truth or Consequences; Linda Gammill (Asst. State Supervisor)

CE 008 831

NEW MEXICO STATE DEPARTMENT OF EDUCATION
1976

© 1976 New Mexico State Department of Education, Santa Fe, New Mexico 87503

NEW MEXICO STATE BOARD OF EDUCATION

Herbert E. Walsh, President, Gallup
Joseph Romero, Vice-President, Espanola
Virginia Gonzales, Secretary, Santa Fe
Frederic G. Comstock, Albuquerque
Virgil Henry, Hobbs
L. Grady Mayfield, Las Cruces
Henry L. Rodriguez, Albuquerque
Lois M. Tafoya, Belen
George O. Teel, Hope
Lydia C. Wright, Albuquerque

Leonard J. DeLayo, Superintendent of Public Instruction
Robert Ruiz-Esparza, Deputy Superintendent of Public Instruction
Weldon Perrin, Assistant Superintendent, Instructional-Vocational Division
Wilma Ludwig, Director of Vocational Education
George S. Amsbary, Director, Vocational Curriculum Development

What you'll find in this booklet.

The point of this Booklet (TERMINAL OBJECTIVE)	PAGE 1
Specifically, what you have to be able to do (SPECIFIC OBJECTIVES)	PAGE 2
Things to know about catching errors (INFORMATION)	PAGE 5
Tasks (PRACTICE ON ACHIEVING THE OBJECTIVES)	PAGE 18
The Test	PAGE 19

bf
flush ¶
caps+lc
caps
ok a/c
stet
wf
ok w/c
lf
sc
tr
no ¶
sp
lc
ital
run in

THE POINT OF THIS BOOKLET
(i.e., Terminal Objective)

When you are able to show that you know (and can apply) all the rules given in this booklet for proofreading and catching errors – that means, when you've studied the objectives, read the INFO pages carefully, done the TASKS successfully, and gotten at least 85 per cent on the TEST at the end – you'll be able to proofread and catch errors on any job you get.

OBJECTIVE
OEM10-2

SPECIFICALLY WHAT YOU HAVE TO BE ABLE TO DO:
(i.e., Specific Objectives)

1. Identify which of given statements about proofreading methods are true and which are not.

2. Match given proofreading marks with phrases that give their meaning.

3. Select from a given list of causes those which are likely to cause dirty final drafts.

4. Complete a given statement containing blanks so that it makes an accurate sentence concerning choice of letter format.

5. Identify which of given statements concerning form and style of reports are true and which are not.

6. Select from given examples of footnote style which are standard.

7. Complete a given statement containing blanks so that it makes an accurate sentence concerning outline forms.

1st THING TO KNOW ABOUT CATCHING ERRORS:

Be SURE that what you compose or transcribe is free from ANY error.

But seeing what's wrong with a letter is not easy, especially if you were the person who wrote (or transcribed) the rough draft – it's hard to see your own mistakes.

So learn how to *proofread.*

"Proofreading," as used here, simply means to locate and mark all errors in a typed draft. The best method takes two people – one reading the draft out loud carefully (including punctuation marks), the other listening and checking against the original (handwritten or shorthand) version. As errors are caught, you mark them (see the next page to find out how).

The second person (the one who read the original version) should then read the draft silently – but just as carefully. That person also marks any errors. Until you are skilled at proofreading, it's a good idea to read the draft several times:

Concentrate only on *spelling* one time.

Concentrate on *punctuation marks* and *capitalization* another time.

Concentrate on *grammar* and *sentence structure* another time.

1st THING, Cont.

Concentrate on *form* another time (are the margins adequate? are headings used properly? should it be double-spaced, single-spaced, or "space-and-a-half? does it meet the style requirements of the organization you work with? will each page look attractive in final form?).

Then type the final (you hope) draft. Proofread again. Use the same procedures you did with the rough draft, except that this time check the final draft against the marked rough draft. Check to see that all the errors noted in the rough draft were corrected *and that no new ones were made.*

If you are the only person doing the proofreading, do as many of the steps as possible, but be even more careful. Do not make assumptions – unless you're positive every word, punctuation mark, etc., is correct, check each one with some reference or an authority.

2nd THING TO KNOW ABOUT CATCHING ERRORS:

Learn the basic proofreading marks and how to use them.

Most dictionaries contain a section on proofreading marks. Or, study this list of commonly used marks:

ℓ	delete, or take out	?^	Insert question mark.
^	Caret, for something left out. Insert additions.	'	Insert apostrophe.
stet	Let it stand (dashed line material)	"	Insert quotation marks.
Caps ≡	Capitals	(/)	Insert parentheses.
lc /	Lower case	...	Insert leaders.
Rom.	Roman face.	⊓	Set flush.
ital	Italics.	⊐	Move to right.
bf	Bold face.	⊏	Move to left
⌢	Close up.	⊓	Raise.
#	Insert space	⊔	Lower.
^,	Insert comma.	¶	Make paragraph.
=^	Insert hyphen	no ¶	No paragraph. Run in.
⊙^	Insert period.	∽	Transpose words or letters.
:^	Insert colon.	○	Spell out.
;^	Insert semicolon.	au?	Query to author.
(!)^	Insert exclamation mark.		

2nd THING, Cont.

There are two major ways to use the marks. If you are proofreading a typeset "galley" for a printer, use the margin method; if you are proofreading a typewritten, double-spaced, rough draft, use either the margin method or make the corrections right where the error occurs with the "between-the-lines" method.

Margin Method:

"Every fishermen looks for that big big fish. Now I can start over, says Ralph Jaeger who recently hung up a 91-pound sturgeon he caught on a 20-pound line in the San Joaquin River. The fish was nearly 6' long.

An avid fisherman most of his life, Ralph notes that in terms of river fishing, a 91-pound catch is considered very large – in fact, it's the largest ever caught in that locale. Likewise, landing the fish with a medium-size pole and 20-pound tackle is a considerable accomplishment.

Between-the-lines Method:

"Every fishermen looks for that big big fish. Now I can start over, says Ralph Jaeger who recently hung up a 91-pound sturgeon he caught on a 20-pound line in the San Joaquin River. The fish was nearly 6' long.

An avid fisherman most of his life, Ralph notes that in terms of river fishing, a 91-pound catch is considered very large -- in fact, it's the largest ever caught in that locale. Likewise, landing the fish with a medium-sized pole and 20-pound tackle is a considerable accomplishment.

3rd THING TO KNOW ABOUT CATCHING ERRORS:
Keep the final draft clean.

- If erasures or other corrections are permitted at all, be sure that they're so carefully done that they are not easily noticeable.
- Keep the typewriter's platen and other parts that touch the paper clean.
- Keep your hands clean when handling final drafts.
- If you are using carbon paper, be careful to avoid getting carbon marks on the original or the copies.
- Don't be careless with a final draft. Don't, for example, set your coffee cup on it, drop it on the floor, or roll your chair over it. As soon as a final draft is finished, protect it in an envelope or file folder or other means.

4th THING TO KNOW ABOUT CATCHING ERRORS:

Choose a letter format that is appropriate to its message and its audience.

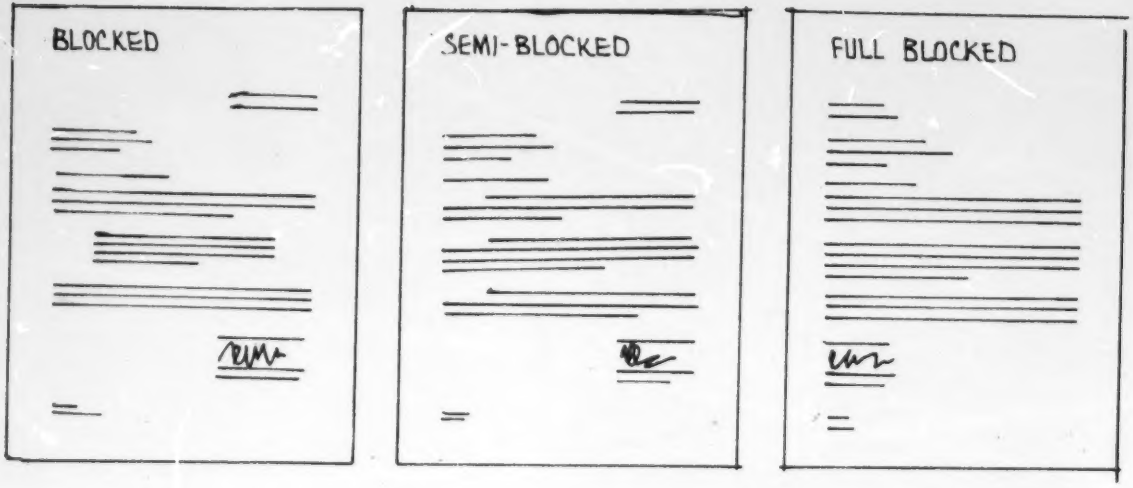
The organization you are working for may have one standard form. If so, learn it well, and note the ways you can adapt it to a long, medium, or short letter.

If no one form is standard, choose one of the standard letter forms on the following two pages.

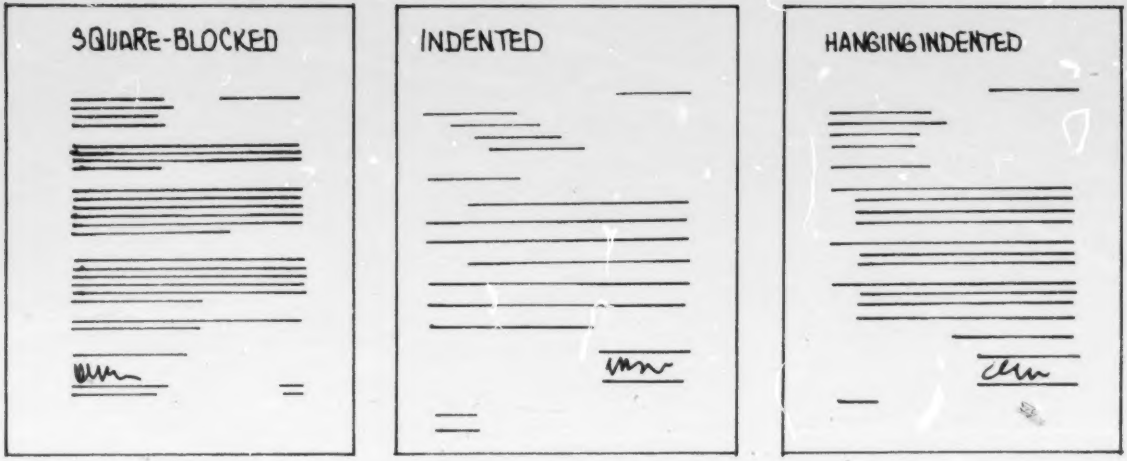
Also, on the page following that (page 13) is a handy guide for deciding how wide to set the lines on your typewriter, depending upon the length of the letter.

4th THING, Cont.

LETTER FORMS



LETTER FORMS



4th THING, Cont.

Use the following guide in setting line widths. (Assume that the inside address is on the fifth line below the date.)

Length of Letter	*Words in Body*	*Length of Line in*		
		Inches	*Spaces*	*Margins**
Short	Up to 100	4	40 pica	30-75
			50 elite	25-80
Average	100-200	5	50 pica	25-80
			60 elite	20-85
Long	200-300	6	60 pica	20-85
			70 elite	15-90
Two-page	Over 300	6	60 pica	20-85
			70 elite	15-90

NOTE: Some offices make you use one line length for all letters, regardless of the length of the letter.

5th THING TO KNOW ABOUT CATCHING ERRORS:

Master a standard format for typing manuscripts or reports.

The best advice is to study a similar document done earlier in your organization and use it as a model. But here are some ideas for planning margins:

If the manuscript is to be submitted unbound or stapled at the upper left corner:

1. Leave left, right, and bottom margins of 1 inch.
2. Leave a top margin of 1½ or 2 inches on the first page.
3. Leave a top margin of 1 inch on all pages after the first.

If the manuscript is to be bound at the top:

1. Leave left, right, and bottom margins of 1 inch.
2. Leave a top margin of 2 or 2½ inches on the first page.
3. Leave a top margin of 1½ inches (type on Line 10) on all pages after the first.

If the manuscript is to be bound along the left edge:

1. Leave a 1½ inch margin at the left side of each page.
2. Leave bottom and right margins of 1 inch on all pages.
3. Leave a top margin of 1½ or 2 inches on the first page.
4. Leave a top margin of 1 inch (type on Line 7) on all pages after the first.

5th THING, Cont.

And here is the way to type headings:

Center the main title in solid capitals on the appropriate line. Two blank lines (space 3 times) should follow the main heading. *NOTE: If the manuscript is to be bound at the left (with a 1½ inch left margin), center the headings on the writing line – not across the page.*

If the main title is followed by a centered subheading, follow these steps:

1. Type the main title as indicated above.
2. Double-space.
3. Type the subheading, capitalizing the first letter of each important word.
4. Triple-space.
5. Type the first line of the text.

If sectional side headings are used, type them on separate lines flush with the left margin with a triple space before them and a double space after them.

6th THING TO KNOW ABOUT CATCHING ERRORS:
Master a standard footnote style.

Again, check for samples from your organization to use as models. Or follow this format:

The author's name should be typed in normal order; it should be followed by the title of the work typed in italics.[1]

The publication information should state the edition, the place of publication, the name of the publisher, and the date of publication. These items are enclosed in parentheses.[2]

The title of a magazine article is enclosed in quotation marks; the name of the periodical is italicized.[3]

Volume and page numbers are given when available. Roman numerals are used for volumes; Arabic numerals, for pages.

The abbreviation *Ibid.* is used when reference is made to the same work cited in the footnote immediately preceding.[4]

When reference is made to a different page in a work already cited but separated by intervening footnotes, the author's last name, followed by *op. cit.*, and the page number are used. This abbreviation should be used only when but one work of the particular author has been cited.[5]

When reference is made to the same page of a work already cited but not immediately preceding, the abbreviation *loc. cit.* is used after the author's name.[6]

- Refer to the footnotes shown at the bottom of this page as illustrations of the points just given.
- Allow space of ½ inch for the average footnote. Some typists make a light warning pencil mark to remind them to allow for footnotes. The stopping point must be raised about ½ inch each time an additional footnote is indicated in the text.

---

[1] Francis Keppell, *The Necessary Revolution in American Education* (New York: Harper and Row, 1966), pp. 43-57
[2] John A. Nietz, *The Evolution of American Secondary School Textbooks* (Rutland, Vermont: Charles E. Tuttle Co., 1966), p. 22
[3] Shirley Angrist, "Leisure and the Educated Woman," *AAUW Journal* (October, 1966), p. 10.
[4] *Ibid.*, p. 11.
[5] Keppel, *op. cit.*, pp. 109-116.
[6] Nietz, *loc. cit.*

7th THING TO KNOW ABOUT CATCHING ERRORS

Two major outline forms.

A subject outline looks like this:

FOUR-WHEELED VEHICLES

I. Automobiles
   A. Domestic
      1. Luxury
      2. Standard
      3. Economy
   B. Imported

II. Light trucks.
   etc.

A variation on this format capitalizes every letter of the words after the Roman numerals and the first letter of each important word after capital A, B, etc. A second major form of outline is the sentence outline. Here is an example:

STEPS IN CHOOSING A VACATION SPOT

I. Consider your resources.
   A. Research costs per day at each vacation area in which you're interested.
   B. Decide how long a vacation you want.
   C. Locate source of finances.
      1. Dip into savings.
      2. Obtain loan.

II. Determine the activities available at each likely vacation area.
   etc.

Tasks for Practice

TASK 1
Insert proofreading marks as necessary (use the between-lines method).

Rases are read
Violets are blue'
When cows Turn purple,
Then Ill, Love you;

A rolling stone ga thers
nomoss?

A bird in in the hand tikcles.

do one to others as
others do I to you

The Test

For Objective 1 – True or False

_____ a. Because two people get in each other's way, it is preferable for one person to proofread.

_____ b. It is wise to proofread a draft more than once.

_____ c. Proofread either the rough draft or the final draft, but not both.

For Objective 2 – Match by placing the correct proofreading mark with the phrase that gives its meaning.

_____ Move to left	_____ Move to right
_____ Take it out	_____ Close up space
_____ Add space	_____ New paragraph
_____ Transpose	_____ Insert period
_____ Use capitals	_____ Use lower case

For Objective 3 – Check the items which are likely causes of dirty final drafts:

_____ typewriters	_____ copying machines	_____ coffee cups
_____ faces	_____ carbon paper	_____ floors
_____ rocks	_____ hands	

TEST
OEM10-20

For Objective 4 – Fill in the blanks:

Use a letter format that is appropriate to its _____ and its _____.

For Objective 5 – True or False

____ a. If a manuscript is to be bound along the left edge, then the right, left, and bottom margins should be of equal size.

____ b. Underline the main title.

____ c. The author's name appears on the title page.

____ d. Preferably, use a document done earlier in your organization for a model.

For Objective 6 – Check the footnotes which are examples of standard style:

____ a. [3]James Binter, "Following the Sun," *Time* (May 20, 1976), p. 97.

____ b. [21]Smith, Julia, *Understanding Eclipses* (Los Angeles: Simon and Simple, 1972), pp. 43-49.

____ c. [3]Binter, *op. cit.*, p. 98.

____ d. [5]Susan Salazar, THE SOLAR WIND, (New York: Canfield, 1932), p. 9.

____ e. [6]*Ibid.*, p. 99.

____ f. [9]*Loc. cit.*

For Objective 7 – Fill in the blanks:

The two major kinds of outline are the _____ and the _____.